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ABSTRACT

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on American government is divided into fourteen topics. The topics included are: definition of "State"; left to right political spectrum; Dictatorship vs. Democracy; Capitalism, Communism, Socialism; Basic Principles of Constitution; Amending the Constitution; Civil Rights Guaranteed Citizens; Court Cases on Rights; Legislative Branch; Judicial Branch; Executive Branch; Executive Agencies; Economics; and Foreign Affairs. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

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CE 024 147

AMERICAN GOVERNMENT

NEVADA COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROJECT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AMERICAN GOVERNMENT TOPICS

1. Definition Of "State"
2. Left To Right Political Spectrum
3. Dictatorship vs. Democracy
4. Capitalism, Communism, Socialism
5. Basic Principles Of Constitution
6. Amending The Constitution
7. Civil Rights Guaranteed Citizens
8. Court Cases On Rights
9. Legislative Branch
10. Judicial Branch
11. Executive Branch
12. Executive Agencies
13. Economics
14. Foreign Affairs

AMERICAN GOVERNMENT

Definition of "State"

AG - 1

Pre-test: #1

Post-test: any two

The student will be able to define "state" and list and apply the four characteristics of a "state". (1) population 2) territory 3) sovereignty 4) government)

PERFORMANCE INDICATORS:

1. Orally or in writing give a definition of a "state" and list the four characteristics of statehood, citing an example of each.

2. Apply the definition of a "state" and the four characteristics of statehood to the United States. Explain how the U.S. meets each of the characteristics of statehood. (oral or written)

3. Fill in the following chart by listing the four characteristics of statehood in the blanks, then apply the characteristics to each of the countries listed. If a "no" answer is given, explain why.

Four Characteristics of Statehood

	?	?	?	?
Mexico	yes	yes	yes	yes
Puerto Rico				
England				
Nevada				
Egypt				
British Columbia				

4. Create a fictional state somewhere in the world. Describe it and then apply each of the four characteristics of statehood, explaining how it either meets or does not meet the definition of a "state".

AMERICAN GOVERNMENT

Left to Right Political Spectrum

AG - 2

Pre-test: #1 and #4
Post-test: #2 or #3, and #4

The student will be able to define and apply the following political labels: radical, liberal, middle-of-the-roader, conservative, reactionary, moderate, extremist.

PERFORMANCE INDICATORS:

1. Orally or in writing, define each of the labels listed below, giving one example of each.

radical
liberal
middle-of-the-roader
conservative
reactionary
moderate
extremist

2. Complete the following chart to define and apply the labels above.

Label	Definition	Example
Radical		
Liberal		
Middle-of-the-Roader		
Conservative		
Reactionary		
Moderate		
Extremist		

3. Define the following terms using the correct letter response in each space.

_____ 1. Radical	_____ 5. Reactionary
_____ 2. Liberal	_____ 6. Moderate
_____ 3. Middle-of-the-Roader	_____ 7. Extremist
_____ 4. Conservative	

A. opposed to extreme views or courses in politics

B. prefers to preserve existing conditions, values past, cautious

C. favors drastic political reform by direct, extreme methods

D. supporter of extreme doctrines or practices

E. fence-sitter, somewhere between liberal and conservative

F. supports reverse movements in politics, goes backward in practice

G. favorable to progress or reform, advocates measures of political reform

4. Apply the terms above to an issue of the recent past or the present. Write an essay in which you define each of the terms and attach the labels to groups or individuals involved in the issue. For example, the 1960's Civil Rights movement, Equal Rights Ammendment issue, school desegregation.

AMERICAN GOVERNMENT

Dictatorship vs. Democracy

AG - 3

Pre-test: #1

Post-test: #2 and #4

The student will be able to compare and contrast government by dictatorship and government by democracy.

PERFORMANCE INDICATORS:

1. Put the correct letter answer next to each characteristic of either a dictatorship or democracy.

   To which form of government does each belong?

A. Dictatorship	B. Democracy
_____ 1. one political party	_____ 6. authoritarian
_____ 2. people are sovereign	_____ 7. freedom of expression
_____ 3. majority rule	_____ 8. government power limited by people
_____ 4. free elections	_____ 9. government has absolute control of education
_____ 5. militaristic	_____10. government not responsible to people

2. Set up and complete a chart that compares and contrasts government by dictatorship and government by democracy. Include the basic characteristics of each type and examples of each.

3. Hold a class discussion or debate that compares and contrasts government by dictatorship and government by democracy. Prior preparation and active participation required for credit.

4. Write a report that compares and contrasts government by dictatorship and government by democracy. Include an example of each in your report.

AMERICAN GOVERNMENT

Capitalism, Communism, Socialism

AG - 4

Pre-test: #2 and #4
Post-test: #1

The student will be able to describe the political/economic systems of (1) capitalism, (2) socialism and (3) communism.

PERFORMANCE INDICATORS:

1. Either orally or in writing, give a description of (1) capitalism, (2) socialism and (3) communism, listing and describing the basic political, economic and social concepts and goals of each.

2. Complete the chart below to describe the political/economic systems of capitalism, socialism, and communism.

	Capitalism	Socialism	Communism
Who has control of the government? Who controls the wealth & resources? What are the goals in each?			

3. Have a class presentation in which each of the three political/economic systems are represented. Have one person or group describe each system. Each presentation must include details on social conditions, control of economy, and control of government.

10

4. Circle the correct response to each of the following items.

(1) Socialism is

A government ownership of the production and distribution of a product.

B private enterprise for the purpose of gaining a profit.

C individual ownerships of only the major means of production and distribution.

D government rids itself of all ownership.

(2) Capitalism is

A government ownership of the production and distribution of a product.

B private enterprise for the purpose of gaining a profit.

C individual ownerships of only the major means of production and distribution.

D public ownership of the key industries in the state.

(3) Communism is considered an extreme form of

A Democracy

B Dictatorship

C Socialism

D Fascism

4. (4) In which political/economic system is the government neither responsible to nor limited by the people?

A Socialism

B Communism

C Capitalism

AMERICAN GOVERNMENT

Basic Principles of Constitution

The student will be able to explain and analyze the basic principles of the Constitution of the U.S.: (1) popular sovereignty (2) limited government (3) federalism (4) separation of powers (5) checks and balances (6) judicial review.

MC - 5

Pre-test: #1 and #2

Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Orally or in writing, explain what each of the following terms mean and why it is important to the United States government.

   (1) popular sovereignty
   (2) limited government
   (3) federalism
   (4) separation of powers
   (5) checks and balances
   (6) judicial review

2. If you were creating your own government for a new country, which of the basic principles above would you include in your by-laws? Why would you include each? Answer orally or in writing, individually or in a small group.

3. Choose any three of the above basic principles and write a report which analyzes the purpose and success of each.

4. Pretend your class or small group is the Constitutional Convention. Hold a debate/discussion in which each principle is presented and discussed. Present arguments and reasons for its inclusion in the Constitution.

AMERICAN GOVERNMENT

Amending the Constitution

AG - 6

Pre-test: #3

Post-test: any

The student will be able to describe the procedure for amending the United States Constitution.

PERFORMANCE INDICATORS:

1. Select one recent amendment and trace its course, describing orally or in writing how an amendment is passed, ratified, and added to the Constitution.

2. Prepare a chart for use in class that demonstrates the procedure for amending the Constitution.

3. Circle the correct answer to the following <u>two</u> items, then draw a diagram to describe the procedure for amending the Constitution.

   (1) Amendments to the Constitution may be proposed by which <u>two</u> of the following methods.

   A. proposal in 3/4 of the state legislatures

   B. 2/3 of both houses of Congress propose the amendment

   C. national convention called at the request of 2/3 of the states

   D. proposal by the President of the United States

   (2) An amendment to the Constitution becomes part of the Constitution when which <u>one</u> of the following takes place?

   A. approved by 3/4 of the population in a general election

   B. approval by 2/3 of the Congress

(2) C. ratified by 3/4 of the state legislatures or conventions

D. ratified by a majority of the state legislatures.

4. Write an essay describing the procedures for proposing and ratifying an amendment to the Constitution.

AMERICAN GOVERNMENT

Civil Rights Guaranteed Citizens

AG - 7

Pre-test: #1

Post-test: #2 and #3

The student will be able to describe and evaluate the civil rights guaranteed in the Constitution, Bill of Rights, and Amendments.

PERFORMANCE INDICATORS:

1. Using a copy of the Constitution, describe orally to your instructor what each of the rights in the Bill of Rights, Constitution and Amendments means to you personally. What rights are you guaranteed in each of the amendments?

2. Using a copy of the Constitution, write an essay on the following question.

   Which five of all the rights guaranteed to you in the Constitution, Bill of Rights and Amendments would you least like to be deprived of? Why do you choose each?

3. Using a copy of the Constitution, underline all the basic rights citizens of the United States enjoy. Choose ten of those underlined to evaluate in terms of their importance to individual freedom.

4. Invite a speaker to class to discuss civil rights. There are several options for speakers: a judge, lawyer, newspaper editor, political candidate, etc.

   Write an essay describing the speaker's position on civil rights. Did you agree or disagree with the speaker? Why?

Court Cases on Rights

The student will be able to explain why the following court cases are important to our civil rights:

Miranda vs. Arizona (1966)
Brown vs. Topeka Board of Education (1954)
Engle vs. Vitale (1962)

AG - 8

Pre-test: #1 and #3
Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Circle the correct answer in each of the following items. Explain why each case is important to our civil rights, orally or in writing.

   (1) Miranda vs. Arizona (1966) is important to our civil rights because it

   A. reminds suspects of their right to remain silent and right to legal counsel

   B. ensures a jury trial

   C. protects citizens from unreasonable punishment

   D. guarantees protection from Ex Post Facto laws

   (2) In Brown vs. Topeka Board of Education (1954) the court declared unconstitutional the policy of

   A. search and seizure without a warrant

   B. prayers in school

   C. freedom of assembly

   D. freedom of the press

   (3) The case of Engle vs. Vitale (1962) protects our first amendment right of

   A. freedom of speech

(3) B. freedom of religion

C. freedom of assembly

D. freedom of the press

2. Write a report on two of the given Supreme Court cases, explaining why each is important to our civil and justice rights. The report must explain the case, tell which rights are involved in the case, and why the case is important to us.

3. Either orally or in writing, explain why and how each of the above cases expanded the original right(s) involved. For example, Miranda vs. Arizona expanded the rights of self-incrimination and rights to legal counsel given to the people in the Bill of Rights.

4. Hold a class discussion or debate on one of the cases given. Prepare arguments on both sides, keeping in mind that you are judges interpreting the Constitution. Prior preparation and active participation are required for credit. If done individually, write your own judicial opinion of the case, supporting arguments with the Constitution.

AMERICAN GOVERNMENT

Legislative Branch

The student will be able to describe and evaluate the organization and function of the Legislative Branch of government

AG - 9

Pre-test: #1 and #2
Post-test: #2 and #4

PERFORMANCE INDICATORS:

1. Orally or in writing, describe each of the following terms and tell why it is important to the success of the Congress.

   (1) Senate
   (2) House of Representatives
   (3) bill
   (4) veto
   (5) Speaker of the House
   (6) committee
   (7) lobbyist
   (8) seniority

2. Construct a diagram/chart that illustrates the organization of the Congress and, on the opposite side, the procedure for passing a law.

3. Either orally or in writing, report on a day in the life of a Congressman. Include all the duties and functions that a Congressman might encounter in any one day. You should include visitors from the home state, committee meetings, office times, floor debate and vote, lobbyists, etc.

4. Write a research paper on the role of the Congress in national decision-making, answering the following questons in your paper. How successful is the Congress? Does Congress represent its constituents? How could it be improved? How does it function together with the other two branches of government? List your sources.

AMERICAN GOVERNMENT

Judicial Branch

AG - 10

Pre-test: #1 and #3
Post-test: #2 and #4

The student will be able to describe the structure and role of the Judicial Branch of government.

PERFORMANCE INDICATORS:

1. Either orally or in writing, describe each of the following courts or policies of the judicial branch of government. What is it and what does it do?

   (1) Supreme Court

   (2) District Courts

   (3) original and appellate jurisdiction

   (4) policy of judicial review

   (5) majority opinion and dissenting opinion

2. Construct a chart that lists the courts in the federal judicial system and describes the function and jurisdiction of each, giving an example of a case that might be tried in that court.

Court	Function	Jurisdiction original or appellate	Case example

3. Prepare a diagram that illustrates the organization of the judicial branch, describing the functions of each.

4. Attend a session of the nearest U.S. District Court. Describe the proceedings to the class, identifying as many of the procedures as possible. Explain how the court fulfilled the role that your text gave for the District Court.

AMERICAN GOVERNMENT

Executive Branch

AG - 11

Pre-test: #1

Post-test: #2 and #3

The student will be able to describe and evaluate the structure, powers, and role of the Executive Branch of government; the President, Vice-President, and Cabinet

PERFORMANCE INDICATORS:

1. Fill in the chart below which describes and evaluates the structure, powers and role of the executive branch of government.

Office	Powers	Role	Evaluation
	List powers of each office	What is the role/function of each?	Is the office necessary? successful?
President			
Vice-President			
Cabinet			

2. Either orally or in writing, give a report which evaluates the workings of the executive branch. Examine and describe the powers given to the executive branch, its role in foreign and domestic policy, and its dealing, with the legislature and judiciary.

3. Prepare a large chart or diagram for use in class, which illustrates the structure, powers and role of the executive branch. Use this diagram to orally explain to your instructor why each is important to the success of the executive branch.

4. Hold a class debate on the question of expansion of Presidential powers. The office and powers of the President have grown considerably since the adoption of the Constitution. Prepare arguments for and against this expansion of Presidential power. Prior preparation and active participation in the debate are required for credit.

AMERICAN GOVERNMENT

Executive Agencies

AG - 12

Pre-test: #1 and #4
Post-test: #3 and #4

The student will be able to define and explain the basic role of the Executive agencies and their relationship with the office of the President, including the following agencies: CIA, HEW, HUD, DOE, FBI, Bureau of Budget, Council of Economic Advisors, Office of Economic Opportunity, DOL.

PERFORMANCE INDICATORS:

1. Define orally or in writing, the basic role of three of the above Executive agencies and explain the relationship they have with the President.

2. Hold a panel discussion in class with one student representing each agency above. Tell what the agency does and explain its' relationship with the President. At the end of the presentations, individually summarize in writing by defining and explaining the basic role of an Executive agency.

3. Choose three of the agencies above and explain why each is necessary to the functioning of the Executive Branch (or the President). Support your reasons with example.

4. Write the number of the agency on the left in the space next to its description on the right.

1. CIA	_____ handles federal crime investigation
2. HEW	_____ handles labor relations and policy
3. HUD	_____ directs programs in city development and planning
4. DOE	_____ directs programs in job opportunity
5. DOL	_____ handles intelligence operations
6. FBI	_____ helps set overall economic plan
7. Bureau of Budget	_____ directs programs in education and social services
8. Council of Economic Advisors	_____ directs programs and policy on energy
9. Office of Economic Opportunity	_____ handles accounting for Executive Department

AMERICAN GOVERNMENT

Economics

AG - 13

Pre-test: #2

Post-test: #1 or #4 and #3

The student will be able to define the following terms in relation to United States economic policy:

Gross National Product	Inflation
Consumer Price Index	Recession
Deficit Spending	Depression

PERFORMANCE INDICATORS:

1. Orally or in writing, give a definition of each item below.

   1) Gross National Product
   2) Consumer Price Index
   3) deficit spending
   4) inflation
   5) recession
   6) depression

2. Match the term to the explanation by placing the correct letter answer in each blank.

_____ 1.	rise in prices due to too much paper money or credit	A. Gross National Product
_____ 2.	period in which there is a serious decline in business	B. Consumer Price Index
_____ 3.	government spending that is greater than what is taken in through taxes	C. deficit spending
_____ 4.	table that demonstrates comparative buying power of the American dollar	D. inflation
_____ 5.	total of all goods and services produced in U.S. in one year	E. recession
_____ 6.	temporary slowdown in business during period of general prosperity	F. depression

3. Find an economic forecast or analysis in a recent newspaper or magazine (Time, U.S. News, Newsweek). See how many of the terms above you can find in the article and define each in terms of the economic forecast. Write out your answer in essay form and include a copy of the article.

4. Circle the correct answer for each of the following items.

(1) The Gross National Product can be defined as:

A. an index that demonstrates the extent of the public debt
B. total of all goods and services produced in the U.S. in one year
C. total amount of all goods imported in one year

(2) The Consumer Price Index is:

A. a magazine published to advise consumers
B. a chart that demonstrates the price of oil products worldwide
C. a table that demonstrates the comparative buying power of the United States dollar

(3) Deficit spending is the policy of:

A. the difference between the public debt and available funds
B. the government spending more than it takes in from taxes
C. the amount of money printed which is not backed up by gold reserves

(4) Inflation is best described as:

A. rise in prices due to too much paper money or credit
B. a fiscal policy set by the Federal Reserve Board
C. an upset in balance of trade payments

(5) A recession occurs when:

A. there is a rollback of trade payments
B. there is an increase in business activity
C. there is a slowdown in business during a period of general prosperity

(6) A depression occurs when:

A. there is a serious decline in business
B. there is easily available credit
C. there is a decrease in the public debt

AMERICAN GOVERNMENT

Foreign Affairs

The student will be able to list the major offices and agencies that participate in setting United States foreign policy and explain how foreign policy is established (namely, the President, Congress, Dept. of State, Dept. of Defense, U.S. Information Association, C.I.A., Energy and Research Development Association.)

AG - 14

Pre-test: #1

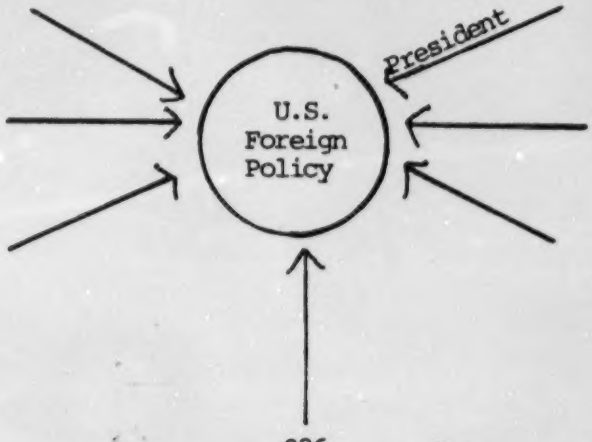
Post-test: #2 or #3

PERFORMANCE INDICATORS:

1. Orally or in writing, list the offices and agencies that participate in setting United States foreign policy. After each office, give an explanation of how that office or agency participates in establishing foreign policy.

2. The foreign policy of the United States has one major purpose—to maintain the security of the United States. Explain orally or in writing, how each of the following offices works to maintain the security of the United States: President, Congress, Department of State, Department of Defense, U.S.I.A., C.I.A., and E.R.D.A.

3. Prepare a diagram based on the one below. After completing the diagram by listing the participates in foreign policy decisions and briefly explaining their role, use the diagram to orally explain how each office is involved in setting United States foreign policy.



4. Write a report on the role of one of the major offices or departments that participate in setting United States foreign policy.

   Describe what it does and how it does it. List your sources.

ANSWERS

AG - 1

1) "State" is defined as a body of people, occupying a defined territory and organized politically with the power to make and enforce laws without the consent of any higher authority.

   4 characteristics - territory, population, sovereignty and government

2) Apply definition and characteristics above.

3) Puerto Rico does meet the characteristic of sovereignty as it is a territory of the United States.

   Nevada is a state of the U.S., therefore, does not have a sovereign government.

   British Columbia is the same as Nevada, no sovereignty.

4) Apply definition and characteristics above.

AG - 2

1) See dictionary or definitions below in #3. Examples should be discussed: acceptance of example is under teacher's discretion.

2) Same as #1

3)
1. C	5. F
2. G	6. A
3. E	7. D
4. B	

4) All terms must be defined accurately. Application is at insturctor's discretion.

AG - 3

Dictatorship - power to govern held by small group or individual
authoritarian
not responsible to the people, not limited by them
generally militaristic
one political party, controlled elections

ANSWERS

Democracy - supreme political authority held by the people
direct or indirect - U.S. is indirect or representative
majority rule and minority rights
recognition of fundamental worth of individual
equality of all people
free elections

1)

1.	A	6.	A
2.	B	7.	B
3.	B	8.	B
4.	B	9.	A
5.	A	10.	A

2) Chart should include concepts above.

3) Discussion should include answers above.

4) Report should apply answers above.

AG - 4

1) Capitalism - based on private ownership, individual initiative, profit, competition in a free market.

Socialism - philosophy of economic collectivism, public ownership of means of production and distribution.

Communism - build on 1) theory of history, 2) labor theory of value, 3) nature of the state, 4) dictatorship of the proletariat. State ownership—all activity planned and directed by government. Communist party has total control.

2) See explanation above for details.

3) Presentations must include details on social conditions, control of economy and control of government.

4)

1.	A	3.	C
2.	B	4.	B

ANSWERS

AG - 5

1) 1. popular soveignty - people are only source for any and all government authority

2. limited government - government is not all powerful - limited by sovereign people

3. federalism - powers of government are divided between national government and states

4. separation of powers - powers are divided among Judicial, Legislative, and Executive

5. checks and balances - three branches are equal in that they may challenge and exercise power over each other

6. judicial review - power of judiciary to interpret Congressional acts and Presidential acts

2) Student must show understanding of all the terms. Answer must include reasons for or against including each principle.

3) Report must analyze the purpose and success of each principle.

4) Apply definitions above to discussions.

AG - 6

Amendments proposed in two ways - 1) 2/3 of both houses of Congress propose and 2) national convention called at the request of 2/3 of the states.

Amendments ratified by 3/4 of the state legislatures or state conventions

1) Student must include answer above.

2) Chart must demonstrate procedure above.

ANSWERS

3) 1. B and C 2. C

4) Essay must include procedures above.

AG - 7

1) Use a copy of the Constitution that has explanatory notes accompanying it. These are available in most government texts.

2) Answer must include a description and evaluation of the rights chosen by the student, and a defense of the choices.

3) Answer must include a thoughtful evaluation of the ten rights that the student has chosen. The student must underline 70% of all rights guaranteed.

4) The essay must include a description of the speaker's position. The student must also agree or disagree with the speaker's position and give reasons for his position.

AG - 8

1) 1. A 2. C 3. B

2) Miranda vs. Arizona (1966) - prior to police questioning, suspects must receive warning of their rights to remain silent, right to have an attorney present at questioning, court appointed if unable to afford one.

Brown vs. Topeka Board of Education (1954) - declared unconstitutional the policy of "separate but equal" in regard to schools.

Engle vs. Vitale (1962) - outlaws prayers in school, thus protecting the first amendment right of freedom of religion.

3) The student must explain which rights are involved and why they needed to be expanded or clarified.

Miranda vs. Arizona - 5th amendment right of self incrimination rights to an attorney.

ANSWERS

Brown vs. Topeka Board of Education - 14th amendment

Engle vs. Vitale - 1st amendment right of freedom of religion.

4) Discussion or individual opinion must include thoughtful arguments on the case to explain why the rights are important and should be preserved or expanded.

AG - 9

1) 1. Senate - upperhouse of the U.S. Congress, elected members represent the states with two senators per state elected for six year terms.

2. House of Representatives - lower house of the U.S. Congress, a state's number of elected members based on population. Members elected for two year terms.

3. Bill - proposed law in the Congress.

4. Veto - a refection of a bill by the President.

5. Speaker of the House - presiding officer of the House of Representatives, elected by the membership.

6. Committee - an organized group of legislators that reviews proposed legislation

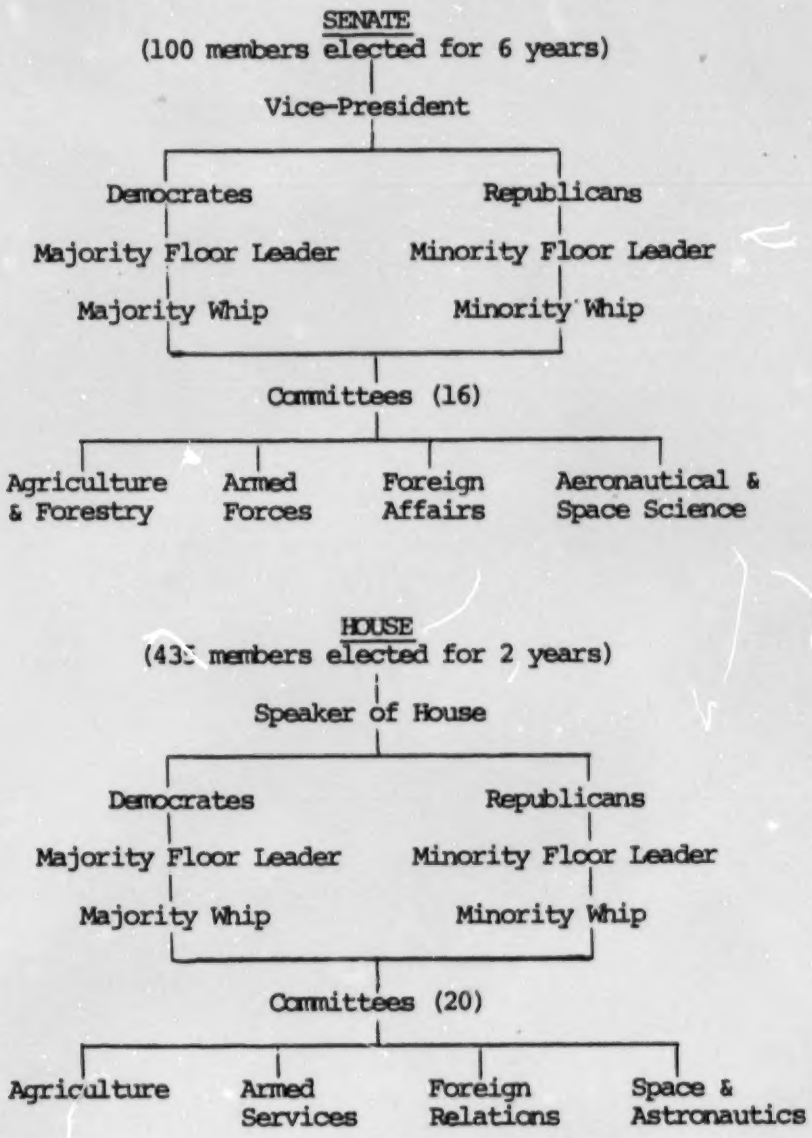
7. Lobbyist - a person (usually employed as a lobbyist) who attempts to influence Congressmen in their decision making.

8. Seniority - the practice in the Congress that influence and power increase with length of time served in the Congress.

ANSWERS

AG - 9

2)



ANSWERS

2) How A Bill Becomes A Law

1. The bill is introduced into either house, given a number, and sent to the proper committee.

2. The committee holds discussions and hearings on the bill. It makes its recommendations to the full house.

3. The bill is debated, amended, and voted upon. If it is passed, it is sent to the other house.

4. If the other house approves the bill, but in a different form, it goes to a joint committee. A compromise bill is worked out.

5. Both houses vote on the new compromise bill.

6. If the bill is passed by both houses, it is sent to the President. The bill becomes a law if the President signs it.

3) Report must be thorough and include those activities mentioned in the item.

4) Research paper must answer the questions listed in the item.

AG - 10

1) 1. Supreme Court - highest court in the land, primary function to interpret the Constitution. Appellate jurisdiction for most cases involving Constitution interpretation. Original jurisdiction in cases involving the constitution, federal statutes, treaties, controversies in which the U.S. is a party, disputes between states, disputes in which a foreign representative is a party.

2. District Courts - trial courts at the federal level, 84 districts

ANSWERS

3. Appellate jurisdiction - appealed from a lower court for a judicial opinion

   Original jurisdiction - first crack at a case.

4. Judicial review - policy of reviewing legislation and actions of the other two branches of government. Such acts can be declared contrary to the Constitution.

5. Majority Opinion - Judicial opinion of a case written by a judge voting with the majority - gives reasons for the decision.

   Dissenting Opinion - judicial opinion of a judge written from the minority standpoint - why the minority judges dissented with majority opinion.

2)

SUPREME COURT

State Courts

1. Intermediate Appellate
2. Superior Courts
   - A. Municipal
   - B. County, District, or Superior
   - C. Special Trial
   - D. Probate
3. Lower Courts
   - A. Justices of the Peace
   - B. Magistrates' Courts
   - C. Police, Traffic, & Small Claims Courts

Federal Courts

1. Specialized Federal Courts
   - A. U.S. Court of Claims
   - B. U.S. Court of Customs and Patent Appeals
   - C. U.S. Customs Court
2. U.S. Courts of Appeals
3. U.S. District Court

3) See #2

4) Student must explain the proceedings and explain how it was similar to what he had read in the text.

ANSWERS

AG - 11

1) Student must list the most important powers under each heading.

Presidential powers must include at least: executive power to enforce Constitution, appointment power, Commander-in-chief of Armed Forces, negotiate treaties, veto laws, grant pardons. Presidential role should be defined as to executive role, diplomatic role, legislative and judicial. Evaluation is at teacher's discretion.

Vice-President's powers should include: President of Senate, voting in case of a tie, advisor to President, takes over in the event that the President is ill, out of the country or at death. His role is ill-defined, generally left up to the President.

Cabinet posts are filled by the President and officials serve at his pleasure. Powers are advisory, policy setting and managerial. The role is to advise the President and manage the bureacracy of each department.

2) Report must be thorough and should include sources, details and examples.

3) Student must prepare the diagram and then explain each office and its function.

THE ORGANIZATION OF THE EXECUTIVE BRANCH

The President

The Vice-President

EXECUTIVE OFFICE	CABINET	AGENCIES AND COMMISSIONS
Bureau of the Budget	State Dept. (1789)	Federal Reserve System
C.I.A.	Treasury Dept. (1789)	Federal Communications Comm.
National Security Council	War Dept. (1789)-Defense	Interstate Commerce Comm.
(and many others)	Post Office Dept. (1829)	Selective Service
	Dept. of the Interior (1829)	U.S. Information Agency

ANSWERS

3) Continued

EXECUTIVE OFFICE	CABINET	AGENCIES AND COMMISSIONS
	Dept. of Agriculture (18[illegible]) Dept. of Justice (1870) Dept. of Labor (1888) Dept. of Commerce (1903) H.E.W. (953) Housing and Urban Devel. (1965) Dept. of Transportation (1966)	Veterans Administration (and many more)

4) Arguments must be well-prepared and documented.

AG - 12

1) Definitions of each agency are given in the matching test below. All government Executive Agencies have the function of advising the President in their own interest field and managing the department in respect to personnel, budgeting, legislation introduced, program administration, public relations, etc.

2) Apply definitions in #4 and answer above. Agency functions presented in greater detail.

3) Apply answer above, with additional details.

4)

1. 6	4. 9	7. 2
2. 5	5. 1	8. 4
3. 3	6. 8	9. 7

AG - 13

1) Definitions are given below in the matching test, also in the multiple-choice test. Definitions were obtained from government texts and from the dictionary.

ANSWERS

2) 1. D 4. B
2. F 5. A
3. C 6. E

3) Essay must include definitions in relation to the current economic-policy.

4) 1. B 4. A
2. C 5. C
3. B 6. A

AG - 14

1) President - powers to make treaties, recognize countries, negotiate. President is chief diplomat, has primary responsibility for setting foreign policy. Also, Commander in Chief of Armed Forces.

Congress - powers to declare war, to fund defense spending, fund military or economic aid, pass legislation dealing with foreign affairs.

Dept. of State - important to the President in the formulation and implementation of foreign policy, includes Foreign Service, passports.

Dept. of Defense - function is to maintain the security of the U.S. Department has within it the Joint Chiefs of Staff, Civilian Aides, Armed Forces Policy Council. Main functions are to set military policy and defense policy.

U.S.I.A. - broadcasts and publicizes official views of our government in an attempt to combat negative propaganda, Voice of American, etc.

C.I.A. - gathers intelligence information vital to the security of the United States and its formulation of foreign policy

ANSWERS

E.R.D.A. - provides policy and control of atomic development and research. Also, to develop future energy resources and productivity, to ensure environmental safety and public health in energy development.

There are other offices that could be included, at the instructors judgement.

2) Apply answers above.

3) Apply answers above.

4) Report should cover one of the offices, its role and its activities.

SPO, Carson City, Nevada, 1979